DOCUMENT RESUME

ED 428 395 CS 216 629

AUTHOR McAllister, Elizabeth A.; Hildebrand, Joan M.; Ericson, Joann H.

TITLE How People Live. Language Arts Theme Units: Cross-Curricular Activities for Primary Grades.

INSTITUTION ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.; Family Learning Association, Bloomington, IN.

SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.

ISBN ISBN-1-883790-41-7

PUB DATE 1998-00-00

NOTE 73p.

CONTRACT RR93002011

AVAILABLE FROM ERIC Clearinghouse on Reading, English, and Communication, 2805 East 10th Street, Suite 150, Bloomington, IN 47408-2698.

PUB TYPE Guides - Classroom - Teacher (052) -- ERIC Publications (071)

EDRS PRICE MF01/PC03 Plus Postage.

DESCRIPTORS Class Activities; *Food; *Friendship; Integrated Activities; *Language Arts; Primary Education; *Social Studies; Teaching Guides; Thematic Approach; *Transportation; Travel; Units of Study

ABSTRACT

This book is part of a series of books presenting ready-to-use instructional units on themes typically taught in the primary grades. The topics focus on science, math, social studies or literature, but use language arts skills consistently in each unit. Each book in the series also uses as many frames of mind or intelligences as possible. Within a book, each unit contains: (1) an introduction on how the theme can interest students; (2) a brief list of targeted ideas; (3) suggested ways to connect units; (4) an introductory narrative on the unit theme; (5) suggested procedures for using the theme and involving children; (6) related language arts activities; (7) related extension activities; and (8) lists of trade books related to the unit theme. This book, "How People Live," offers three units: "From Field to Feast," dealing with food production (food, grocery stores, farms, and kitchens, as well as hunger); "Rails, Wings, Rudders, and Wheels," dealing with travel and transportation; and "One + One Is Greater Than Two," dealing with friends, friendship, and helping others. Appendixes offer: ideas on making and using learning centers; ideas on making and using bulletin boards and file folders; a glossary; directions on how to make a book; and a short list of teacher resources. (SR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 428 395

LANGUAGE ARTS THEME UNITS

CROSS-CURRICULAR ACTIVITIES FOR PRIMARY GRADES

HOW PEOPLE LIVE

- FOOD PRODUCTION
- TRANSPORTATION
- FRIENDS

BY

ELIZABETH A. MCALLISTER

JOAN M. HILDEBRAND

JOANN H. ERICSON

ERIC

CLEARINGHOUSE ON READING, ENGLISH, AND COMMUNICATION

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

THE FAMILY LEARNING ASSOCIATION

CS216629

How People Live

by
Elizabeth A. McAllister
Joan M. Hildebrand
Joann H. Ericson

The Family Learning Association
and
ERIC Clearinghouse on Reading, English, and Communication

Bloomington, Indiana

Published in 1998 by
The Family Learning Association
3901 Hagan Street
Bloomington, IN 48401
and
ERIC Clearinghouse on Reading, English, and Communication
2805 East 10th Street, Suite 150
Bloomington, IN 47408-2698

Editor: Dr. Naomi Ritter
Production Editor: Lanny Thomas
Cover Design: Lauren Gottlieb

Copyright© 1998 by The Family Learning Association
All rights reserved.
Printed in the United States of America

ERIC (an acronym for Educational Resources Information Center) is a national network of 16 clearinghouses, each of which is responsible for building the ERIC database by identifying and abstracting educational resources, including research reports, curriculum guides, conference papers, journal articles, and government reports. The Clearinghouse on Reading, English, and Communication (ERIC/REC) collects educational information specifically related to reading, English, journalism, speech, and theater at all levels. ERIC/REC also covers interdisciplinary areas, such as media studies, reading and writing technology, mass communication, language arts, critical thinking, literature, and many aspects of literacy.

This publication was prepared with partial funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. RR93002011. Contracts undertaking such projects under government sponsorship are encouraged to express freely their judgement in professional and technical matters. Points of view, however, do not necessarily represent the official view or opinions of the Office of Educational Research and Improvement.

Table of Contents

Introduction to the Series v

Unit 1: *From Field to Feast*

I. Introduction: How the Theme Can Interest Students 2
II. Targeted Ideas 2
III. Making Connections 2
IV. The Unit Theme: An Introductory Narrative
How Food Travels to Our Tables 3
V. How to Use the Theme: Questions, Sample Text: *Johnny Appleseed*, Science & Math Demonstrations, Useful Books for Response 5
VI. Related Language Arts Activities 8
VII. Related Extension Activities:
Team Projects: *planting seeds, cooking, follow recipe*
Field Trips: *farm, bakery, grocery store, cannery* 10
VIII. Trade Books 11
Activities 12
Suggestions for Teachers 17

Unit 2: *Rails, Wings, Rudders, and Wheels*

I. Introduction: How the Theme Can Interest Students 20
II. Targeted Ideas 20
III. Making Connections 20
IV. The Unit Theme: An Introductory Narrative
How People and Things Move from Place to Place 21
V. How to Use the Theme: Questions, Sample Text: *A Day in the Life of a Cross-Country Trucker*, Science & Math Demonstrations, Useful Books 24
VI. Related Language Arts Activities 28
VII. Related Extension Activities:
Team Projects: *trip planning, city mural, mapping a route*
Field Trips: *airport, railroad station, ship terminal* 30
VIII. Trade Books 31
Activities 32
Suggestions for Teachers 36

Unit 3: *One + One Is Greater Than Two*

I. Introduction: How the Theme Can Interest Students 38
II. Targeted Ideas 38
III. Making Connections 38
IV. The Unit Theme: An Introductory Narrative
What Friends Do For Each Other 39
V. How to Use the Theme: Questions, Sample Text: I'll Meet You at the Cucumbers, Useful Books 41
VI. Related Language Arts Activities 43
VII. Related Extension Activities:
Team Projects: *friend collage, stay-over party, caring words*
Field Trips: *planning a class party* 44
VIII. Trade Books 45
Activities 46
Answer Keys 51

Appendices

Appendix A: Learning Centers 54
Essential Supplies for Learning Centers 57
Learning Center Activities 58
Learning Center Checklist 59

Appendix B: Bulletin Boards and File Folders 60

Appendix C: Glossary 62

Appendix D: How to Make a Book 65

Appendix E: Teacher Resources 66

Introduction To The Series

Cross-Curricular Theme Units

This series presents instructional units on themes typically taught in the primary grades. Cross-curricular, multi-faceted learning is at the heart of these units.

Though the topics focus on science, math, social studies or literature, we use language arts skills consistently in each unit. Listening, speaking, reading, and writing activities show children that no matter what content they learn, they will increase their effectiveness through the communication skills that lead them through these units of study.

Encourage your students to discover through play and observation, then to share ideas and surprises with you or with other students. We remind you to integrate all of the language arts while students watch their guinea pig or follow the progress of a box turtle.

> Writing needs to be a significant part of every unit. Take dictation from non-writing students, to show them how to act like a writer. Have students regularly write their own books, make picture books, and write the text that will help them share their knowledge.

Each unit in this series uses as many frames of mind or intelligences as possible. Howard Gardner (*Multiple Intelligences, 1993*) lists seven frames of mind and the activities that work with them:

- Literary: stories, poems, rhymes;
- Logical-mathematical: numbers, counting, graphing, logic;
- Bodily-kinesthetic: physical activity, games, acting-out;
- Visual/spatial: art, theatre, reading, writing, producing;
- Musical: songs, rhythm, listening, instruments;
- Interpersonal sociological connection to others: speaking, listening, sharing;
- Intrapersonal psychological connection with one's self: reflection, metacognition, feelings, and internal discourse.

Give your students a chance to express themselves across this range of intelligences by following the guidelines in each unit.

How to Use These Theme Units

This book offers you:

- Ready-to-use theme-oriented units that integrate the language arts across the science and social science curricula;

- Ways to connect the units meaningfully with a required curriculum;
- Unit goals that focus your day on enjoyable student-centered experiences;
- stimulating "grabbers" from children's literature, which will elicit child involvement;
- sample questions to pose about the readings;
- a wealth of resources that can lead you wherever your particular situation demands.

This book also gives you many choices for expanding each unit theme into a cross-curricular learning adventure. So you can readily:

- use the Appendices to create multimedia learning cetners featuring a computer, audiotapes, library books, and an area for writing and artwork;
- find ways to build on children's prior knowledge, thus reinforcing their confidence for further explorations;
- develop more learning strategies from the springboard of these units.

The units in each volume work well together for an extended exploration of the volume topic. Or they may use them separately and independently. In either case, you have the opportunity to expand your students' vocabulary, knowledge, and skill. Speaking of vocabulary, in *Appendix C* you will find a *Glossary* that defines our use of terms. Several other *Appendices* give you more detail on the activities cited in these lessons. After selecting an instructional unit and pulling together the necessary materials, we suggest the following procedure:

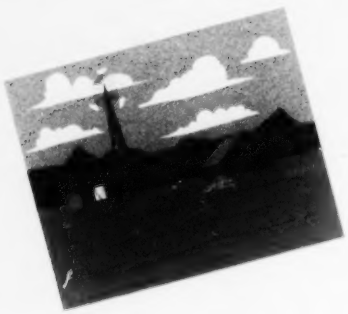
1. Read or paraphrase Part IV, the *Introductory Narrative*.
2. Ask your students to share their knowledge on the topic.
3. Read the book recommended in Part V. 2., to enrich the students' understanding of the theme.
4. From the options listed, select the activities that will best involve your students. You may want to ask the children to select the activities that suit them.
5. Toward the end of your study, you may choose any or all of the activity pages to reinforce the knowledge or skills that you are highlighting.

You may reproduce and distribute the *Activity pages* as needed. You may also want to distribute the *Introductory Narrative*, so your students can read along or read it independently.

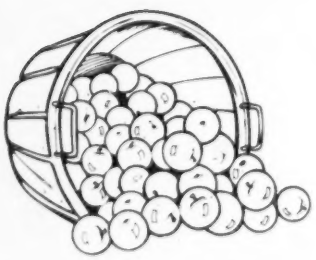
We suggest that you build learning centers that have artifacts, books, games, activity sheets, illustrations, and other materials that expand and enhance the theme of each unit. You can find ideas for learning centers in the Appendix.

Creative minds will find numerous ways to turn these units into delightful and profitable learning experiences.

Unit 1:



From Field to Feast

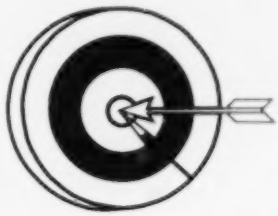


I. Introduction: How the Theme Can Interest Students

All children know about food. Most students in your class will have been to a grocery store. Some may have seen farms, talked to farmers, and learned how food grows. Then there is the kitchen at home. Some children help the family cook at an early age, so they know what it takes to prepare a meal.

This unit also offers the opportunity to talk about feeding the homeless and those who don't have enough food. Many children take food for granted, so it is good for them to know that some children may eat only one meal a day.

II. Targeted Ideas



- Many people work to produce and distribute food.
- We all need food to live.
- Many foods grown on the farm need processing before they reach the dinner table.

III. Making Connections

You may use this unit and Unit 3 in Volume V, COUNTRY COUSIN, simultaneously or in sequence. They both add to students' knowledge about food and its production. The next unit here, *RAILS, WINGS, RUDDERS, AND WHEELS*, will help students understand how food gets from distant farms to the stores. You can use Unit 2 in Volume V, SAFARI DOWN MY STREET, to talk about city grocery stores.

IV. The Unit Theme: An Introductory Narrative to Read to Students

How Food Travels to Our Tables

Saturdays Mom takes me to the grocery store. We walk up and down the aisles pushing our cart. There are lots of boxes, bags, cartons, and cans full of good things to eat. But they didn't start out that way. Many people helped to get the food to the grocery store.

One of my favorite foods is cereal. Cereal comes from wheat, rice, maize, barley, oats, or rye. Those foods grow in open fields that farmers harvest. That means they cut down the grain with large machines and send it to companies that make cereal. Those factories pack it in boxes and ship it all over the country. That is how it travels to your grocery store.

In the produce department we find vegetables and fruits. Farmers grow them in acres of open fields. After farmers harvest the produce, they must take it to market quickly. Fruits and vegetables spoil if they don't get transported in a hurry. Trucks take them to big markets, where people or grocery stores buy them. Big chain grocery stores have buyers who look for the best produce to ship to the stores in refrigerated freight trucks.

Vegetables and fruits for canning go directly to the factories that process them. There the workers clean, cut, cook, and can them. Cans keep the food from spoiling, so they need no refrigeration. Almost all kinds of vegetables and fruits come in cans. Soups and juices are some of my favorite foods.

Fruit growers have different problems. Fruits like oranges, grapefruit, lemons, and tangerines grow on trees in warm climates. When the fruit is ripe, fruit pickers put the fruit in big baskets. They empty these baskets into large trucks that deliver the fruit to processing plants. There the packers clean, cut, and pack it. Fresh juice needs refrigerating, but canned juice does not, as it will not spoil. Fruit that does not become juice or jelly gets picked early and sent to stores quickly. My favorite whole fruits are apples, peaches, and strawberries.

Milk is another food that needs refrigerating. Dairy farmers raise and manage a herd of at least 100 cows. Modern dairying uses machines to milk each cow, as they are much quicker than milking by hand. The machines collect the milk in large glass containers. Then they pour it into special sanitary, refrigerated eighteen-wheelers. The milk trucks take the "raw" milk to the dairy processing plant, where it gets heated to kill germs. This process is called pasteurizing. Then the milk gets chilled and packaged.

Milk products we buy are milk, cream, butter, cheese, yogurt, cottage cheese, sour cream, and ice cream. I like them all. Drinking milk usually comes in bottles or cartons, evaporated milk is canned, and dry milk comes in boxes. Grocery stores keep milk, cheese, butter, and ice cream in refrigerated containers, because they must stay cold.

Meat products are another kind of food we find at the grocery store. Livestock farmers raise cows, chickens, and pigs, which they sell to companies that butcher, process, package, and

(continued on next page)

IV. The Unit Theme: An Introductory Narrative to Read to Students (cont.)

ship the meat to grocery stores. Our steaks, roasts, bacon, and chicken legs don't start out the way they look in the store. Some of the packaging happens in the butcher shop of your grocery store. You can even watch the butchers cut up meat and weigh it.

When your mother cooks a big feast, look at all the beautiful, delicious food on the table. Did you ever wonder where it came from? Now you know that many people helped to get it to your table.

Um, Um, Good! From Seed to Bun

My favorite food is bread, all kinds of bread, but especially hamburger buns and rolls. I just love to smell fresh bread baking in the oven. I always try to hang around to taste a piece when it is hot out of the oven. The I put lots of butter and jam on it. My Mom often bakes bread. But sometimes she buys a loaf from the store. It's pretty good, too. I just love all kinds of bread.

It's amazing that a loaf of bread starts out being tiny seeds of wheat. Wheat farmers plant acres of wheat seeds. When the plants start to grow they look just like grass, but they soon get tall, with berry-like grains growing on the wheat stems. After the wheat field turns yellow and then gold, the farmer uses a "combine" machine to harvest it. The machine is as big as a dinosaur. It's called a combine because it reaps (or cuts the wheat), and threshes (or separates) the grain from the husk and stems.

The freshly-harvested wheat gets loaded on trucks that take it to the flour mill. Here the grain gets washed in huge tubs. Then big machines crush the wheat into flour. Workers pack it in bags that go to bakeries. The whole-wheat flour comes from the whole wheat grain, so it is brown. The white flour has part of the grain removed.

Bakers mix the flour with water and yeast in a big mixer. They pour this mixture onto a cart. Four hours later it has grown to twice its size. That's because the yeast rises and causes bubbles to blow up the flour mixture. Then the huge flour mixture goes back into a bigger mixer, to have sugar, butter, milk, and salt added. After all this mixing, the big blob of bread dough pours out into another cart. Another machine grabs big bunches of the bread dough and drops little round balls into small pans. These little round balls will bake into hamburger buns.

After the buns rise and bake, bakers set them on racks to cool. Then they run through slicers and go to the bagging machines. The bagging machine blows each bag open and moves the buns into the bag. After another machine puts on the fastener, the buns go into big trucks for a trip to the grocery store. That's where I get into the act. Now that I know how those buns came to be, I appreciate them even more. *Let's have a hamburger!*

V. How to Use the Theme: Procedures for Demonstrating its Functions and Involving Children

1. Questions to Pose About the Narrative

These sample questions are just a start; they may lead you to others that will help students focus on the essential information in this unit.

1. What is a chain grocery store?
2. Where does the food in the grocery store come from?
3. How does it get there?
4. Which grains become cereals?
5. What jobs do people do in grocery stores?
6. How does a loaf of bread begin?
7. What is whole wheat bread?
8. How do bakers make bread?
9. What is your favorite food from the grocery store?

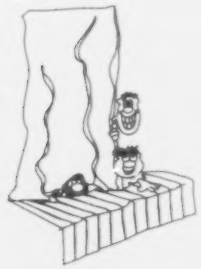
2. Listening to Literature: A Sample Text and How to Use it

Kellogg, Steven. *Johnny Appleseed*

Johnny Chapman was an historical figure whose wilderness adventures became larger-than-life legends. He headed West and planted apple orchards, while also befriending Indians, settlers, and animals alike. He became known as Johnny Appleseed because of his apple orchards across the land.

Steven Kellogg has created a whimsical book. Be sure to allow students to study the adorable pictures. Use them at selected intervals to elicit predictions and statements about details the students note.

Options for Student's Response.



1. Supply a large map of the United States. Show the class where Johnny Chapman lived as a boy, and where he traveled when he was old enough to start out on his own.

2. Use Think-Pair-Share for the students to discuss their knowledge about apples. Ask how we use apples. What are the different varieties?

3. Discuss the characteristics of "tall tales." Select pages that show examples of the exaggerations started by the settlers. Ask students if one you select could be true.

4. After reading the story, let students select from these activities:

   a. Make murals of the tale.

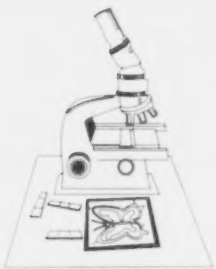
   b. Construct mobiles of the exaggerations in the story.

   c. Create a riddle book about the story.

   d. Create dioramas of selected scenes from the story.

   e. Pretend you are on a journey with Johnny Appleseed. Write a diary of the journey.

3. Science Demonstrations



1. Study about different crops that farmers plant.

2. Study about how the weather and different seasons affect the planting of crops.

3. Make a calendar showing when farmers plant certain crops and when they harvest them.

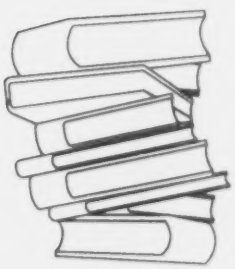
4. Create a time-line to illustrate crop planting to harvest periods on the calendar.

5. Make a Container Garden, as described in Activity #5.

4. Math Demonstrations

1. Measure and graph plant growth twice weekly.
2. Read the weather report each day.
3. Graph the relative humidity and rainfall each week for one month.
4. Create an illustrated picture graph to show leaf growth on different kinds of plants.
5. Measure ingredients for a recipe. Set the oven temperature and timer. Bake the recipe.

5. More Books for Response



1. Barrett, Judith. *Cloudy with a Chance of Meatballs.*

Life is delicious in the town of Chewandswallow, where it rains soup and juice, snows mashed potatoes, and blows storms of hamburgers... until the weather takes a turn for the worse.

2. Demarest, Chris T. *No Peas for Nellie.*

Nellie gives a list of all the things she would rather eat than her peas, and while doing so she finishes them all.

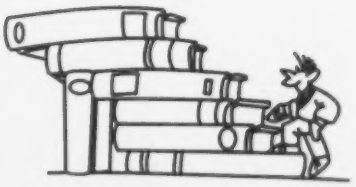
3. Krasilovsky, Phyllis. *The Man Who Entered the Contest.*

A man enters a baking contest and wins in a very unexpected way.

4. Pittman, Helena. *A Grain of Rice.*

A clever, cheerful, hard-working farmer's son wins the hand of a Chinese princess by outwitting her father, the Emperor, who treasures his daughter more than all the rice in China.

VI. Related Language Arts Activities



1. Listening and Discussion

- Display numerous pictures about grocery store foods. Display pictures about farming, dairies, bakeries, shipment of goods, wheat fields, barnyards, etc. Have the class look at each picture and discuss what they note.
- Brainstorm with the class. Elicit information about the sources of foods in the grocery store or market. Web the information according to sources such as: farmer, dairy, bakery, etc.
- Share skit presentations that students write.
- Have them role-play being a baker, a farmer, a trucker, and a store manager.
- Present a story using Readers' Theater as a vehicle of expression.

2. Individual and Group Writing

- Write a Readers' Theater skit about a farmer or a book on food that you have read.
- Write directions to make something. For example: a peanut butter sandwich; hot chocolate; or graham cracker s'mores.
- Pretend you are a farmer. Write a story about your farm and about the crops you grow.
- Write a Sequence Book: From Seed to Bun. Use the second part of the Introductory Narrative.

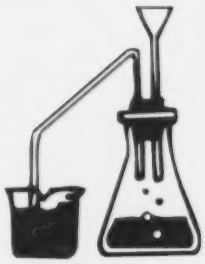
2. Individual and Group Writing (cont.)

- Collect your mother's favorite recipes; write and illustrate a recipe book for a gift.
- Record information in a *Response Journal* and *Baking Diary*.
- Use a *Gardening Log* to record observations of planting procedures and plant growth. Illustrate plant growth with each entry in the log.
- Write and illustrate a Farm Machinery Book, including all the facts you know about the machines.
- Create a Farmer's Almanac. Date each page. Record plant growth, weather, soil conditions, and sunshine. Illustrate the Almanac.
- Make a crossword puzzle with food words to share with other students.

3. Reading

- Read a story with a buddy and write a skit about it to present to the class.
- Read stories about different kinds of farming: livestock, dairy, and crop farming.

VII. Related Extension Activities: Using Language Arts to Teach Science in Personal or Small Group Work

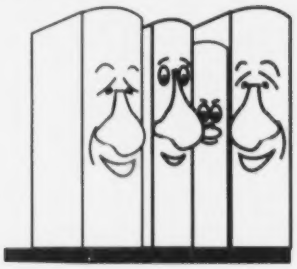


1. Individual and Team Projects

- Have students become farmers. Ask for a plot of land behind your classroom. Cultivate rows to plant seeds. Plant the seeds, and place a plaque showing the date for each one. Observe plant growth.
- Demonstrate how to follow written directions to make a peanut butter sandwich.
- Invite parents to come on cooking day, so they may share their cooking experiences and supervise small groups. Parents may have some favorite recipes to share with the class.

2. Class Field Trips

- Visit a crop or livestock farm.
- Visit a bakery.
- Visit a grocery store.
- Visit a cannery.



VIII. Trade Books

Non-Fiction

Aliki. *Green Grass and White Milk*
Milk: From Cow to Carton
Byles, Monica. *Experiments with Plants*
Cochrane, Jennifer. *Food Plants*
Corey, Melinda. *Let's Visit a Spaghetti Factory*
Hawkes, Nigel. *Food and Farming*
Horwitz, Joshua. *Night Markets: Bringing Food to a City*
Mitgutsch, Ali. *From Grass to Butter*
From Milk to Ice Cream
Moncure, Jane Belk. *What Was It Before It Was Bread?*
What Was It Before It Was Orange Juice?
Patent, Dorothy. *Wheat: The Golden Harvest*
Where Food Comes From
Reece, Colleen L. *What Was It Before It Was Ice Cream?*
Scuro, Vincent. *Wonders of Dairy Cattle*
Ziegler, Sandra. *A Visit to a Bakery*
A Visit to the Dairy Farm

Fiction

Barrett, Judith. *Cloudy with a Chance of Meatballs*
Chichester, Emma C. *Lunch with Aunt Augusta*
Demarest, Chris L. *No Peas for Nellie*
DePaola, Tomie. *Strega Nona*
Ericsson, Jennifer. *No Milk!*
Evans, Katie. *Hunky Dory Ate It*
Hennessey, B. G. *Jack Baked the Cake*
Hoban, Russell. *Dinner at Alberta's*
Ingoglia, Gina. *Johnny Appleseed and the Planting of the West*
Kellogg, Steven. *Johnny Appleseed*
Krasilovsky, Phyllis. *The Man Who Entered the Contest*
Lindbergh, Anne M. *The Hunky-Dory Dairy*
Modell, Frank. *Ice Cream Soup*
Pittman, Helena. *A Grain of Rice*
Romain, Trevor. *The Big Cheese*
Schwartz, Alvin. *There's a Carrot in My Ear and Other Noodle Tales*
Williams, Vera B. *Cherries and Cherry Pits*

ACTIVITY 1

NAME _____

DIRECTIONS: Turn the class into a bakery. Use this recipe to begin. Write all your recipes in a *Baking Sampler Recipe Book*. Ask students to bring in some of Mom's favorite recipes to include in the project.

WHOLE WHEAT MUFFINS

1. Mix in a large bowl: 2 cups of whole wheat flour with 1 teaspoon of baking powder.
2. Add: 3 eggs, 1/4 cup of milk, 1/2 stick of soft butter, and 1/4 cup of honey.
3. Stir only until the dough is wet.
4. Spoon into 12 paper muffin cups. (Do not fill to the top.)
5. Bake in oven at 425 degrees for 18 minutes or until golden brown.

NAME _____

DIRECTIONS: Read the story *Johnny Appleseed.* Make a class mural about the story. Then write a *Response Journal* about the story by picking your favorite part, writing a description of the scene, and then drawing a picture that illustrates it.

Once there was a man named Johnny Appleseed. He _____

_____

_____

_____

One day, Johnny _____

_____

_____

_____

My favorite part of the story was when _____

_____

_____

_____

I really liked _____

_____

_____

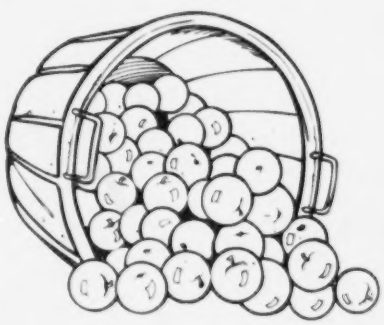
_____

ACTIVITY 3

NAME _____

DIRECTIONS: Divide into groups. Each group can make its own batch of applesauce from the recipe below. Invite a few parents to help you, and have them stay for a ***Whole Wheat Muffin and Applesauce Party.***

JOHNNY APPLESAUCE RECIPE



INGREDIENTS

6 large, tart apples (makes 2 cups)
1/2 cup water
1/2 cup sugar
Cinnamon

DIRECTIONS

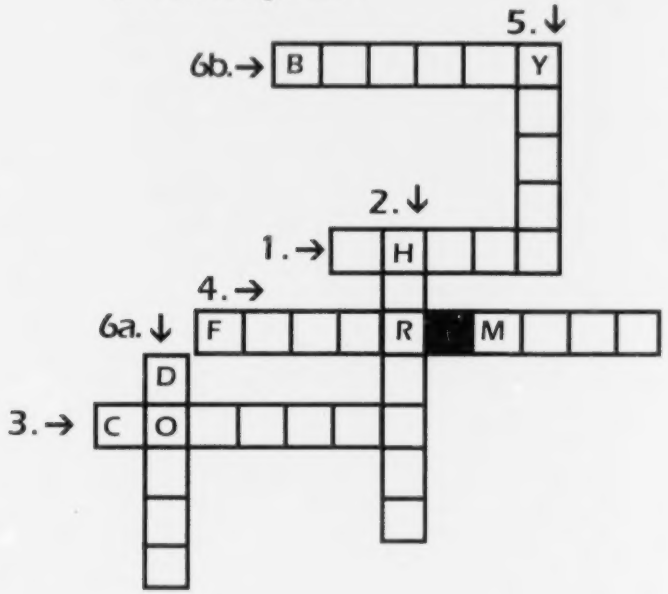
1. Scrub apples, wash them, peel them, and cut them into pieces.
2. Put the apples and 1/2 cup water into a heavy pot.
3. Bring the water to a boil, then turn to low. Cover the pot and simmer for 20 minutes. Stir every few minutes.
4. Let the apples cool for about 20 minutes.
5. Press the apples through a large strainer over a large bowl.
6. Add 1/2 cup of sugar to the warm apples and mix well. Sprinkle with cinnamon.

ACTIVITY 4

NAME _____

VOCABULARY WORDS: wheat, harvest, combine, thresh, reap, flour mill, bakery, mixer, yeast, slicers, dough.

DIRECTIONS: Use the vocabulary words to complete the crossword puzzle.



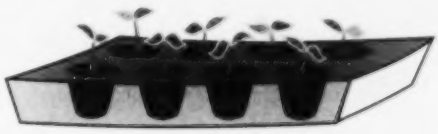
1. The grain used to make bread is called _____.
2. Farmers _____ the wheat when it is golden brown.
3. A huge machine called the _____ brings in the ripe wheat.
4. The harvested wheat goes to the _____ _____.
5. _____ makes the flour rise before it is baked.
6. The _____ is baked into loaves of bread at the _____.
   a. b.

ACTIVITY 5

NAME _____

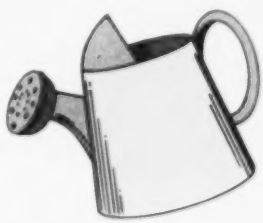
DIRECTIONS: Collect watertight containers, such as: milk cartons, plastic sand pails, tow wagons, or a small wading pool.

CONTAINER GARDENS



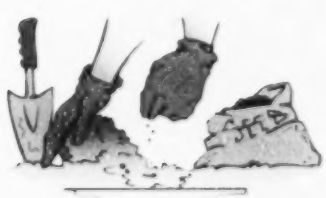
Some possible plants are tomatoes, radishes, carrots, and peppers.

1. Add a few inches of gravel to the bottom of each container.
2. Add soil and other planting materials.
3. Select plant seeds. Scatter them over the top of the soil. Add another layer of soil and moisten.
4. Keep soil moist, but not soaking wet.
5. Tend the plants.
6. Harvest the plants when they are ready.



DATA COLLECTION:

1. Graph plant growth periodically.
2. Chart observations about numbers of leaves, which plants grew the fastest, etc.



Suggestions for Teachers

Activity 1

Use the Whole Wheat Muffins recipe as a model for children to copy in their *Baking Sampler Recipe Book*. Have students bring in favorite recipes to share with the class and add to their books.

Activity 2

After reading *Johnny Appleseed* to the class, use the response frame to write reactions to the story. This would be a good cooperative activity with a buddy.

Activity 3

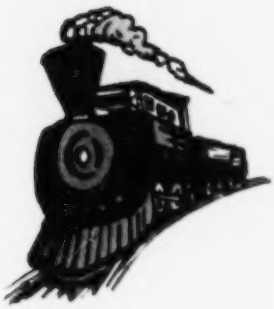
Invite parents to help with this activity. Provide supplies to make the applesauce. Follow the directions for either whole-class or small-group cooking. Enjoy a whole wheat muffin/applesauce party.

Activity 4

1. wheat; 2. harvest; 3. combine; 4. flour mill; 5. yeast; 6a. dough; 6b. bakery

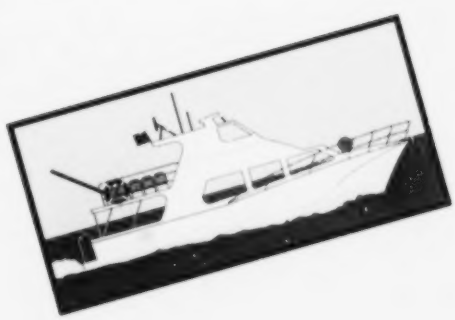
Activity 5

Ask student to bring in a variety of containers: milk cartons, flower pots, pails or small wagons. Supply soil, gravel and plant seeds. Follow the directions for planting.



Unit 2:

Rails, Wings, Rudders, and Wheels

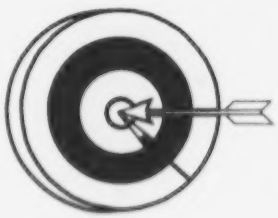


I. Introduction: How the Theme Can Interest Students

When children travel, they see trains, jets, boats and trucks. However, you may have students who have not traveled in many of these modes of transportation. They may not be aware of how many people it takes to keep all these different types of vehicles going.

There may be parents of children in your class or school who work in a transportation industry. Invite them to class to talk about their jobs, and how they need other people to work with them. It's important for students to understand how many people work to get a train to its destination; get an airplane in the air; see that a boat has a complete cargo; and deliver a fully loaded truck to the market.

II. Targeted Ideas



- Transportation is important for both people and materials to get from one place to another.
- There are many different types of transportation.
- Many people in many different jobs keep things and people moving.

III. Making Connections

This unit complements Unit 1 about food, *FROM FIELD TO FEAST*. You can discuss how food gets from the farm to places far away. Unit 2 in Volume V, *SAFARI DOWN MY STREET*, is useful when discussing the means of transportation within the city and outside it. When working with Unit 3 of Volume II, *FOUR PARTS EVERY YEAR*, you may want to talk about the preparations workers need to make for each form of conveyance for each season.

IV. The Unit Theme: An Introductory Narrative to Read to Students

How People and Things Move from Place to Place

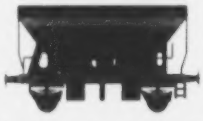
TRAINS

My dad took me to New York City on an Amtrak train. That was exciting. Have you ever been on a train? Do you know it has long cars hooked together that run on rails? It cannot get on the highway because it does not have wheels with tires on them, like cars. Its wheels have rims that run on a long thin piece of metal called a rail.

The train we took was for passengers. Two types of trains are: commuter trains and long-distance trains between major cities. Commuter trains run in the mornings and evenings, when crowds of people are going to their jobs or returning home. Long-distance passenger trains take people to different cities. When we went to New York City, we used this kind of train. The train even had a dining car so we could eat lunch. Some cars had bedrooms, but we just sat in seats.

There are different kinds of trains and they have special jobs. Some trains provide freight services. They carry goods to different cities. No passengers ride on freight trains. The first railways were built to carry only freight. Such trains still travel around the world.

There are four kinds of freight trains: flatcars, boxcars, gondolas, and hoppers. Flatcars are just flat platforms on wheels. Flatcars can carry containers or road trailers. Boxcars are closed boxes on wheels, and can carry almost anything. Some common cargo carried in boxcars is asbestos, sulphur, package goods like sugar or potash, and many farm equipment items. Gondolas can have open or closed tops. They carry mostly iron and steel products and wood chips. Hopper cars can also be open or closed. They usually carry bulk commodities, such as coal, mineral ores, cement, fertilizer, and grain. Some hopper cars open from the bottom, so people can empty the contents quickly.



There are specialized freight trains too: unit trains and fixed formation, or piggyback, trains. They have very limited uses. Factories use container trains so they can pack their goods inside a closed space. These containers get loaded off a road trailer and onto a railway flatcar or a ship. They can transfer from one type of transport to another with little effort.

Unit trains are useful to carry a single product from one place to another. After unloading, empty unit trains can be returned for the next load. Unit trains carry all kinds of bulk products like coal or grain.

There are many jobs needed to run the different railroad companies. We will learn what workers need to do to keep the trains moving on the rails across our country.

AIRPLANES

Have you ever wondered about the big planes that fly overhead? Some of them are so huge! Some are very noisy, too. I always wonder how they stay up in the sky and how they can move so fast. There are many kinds of planes. Some are small; some are large. Many

(continued on next page)

IV. The Unit Theme: An Introductory Narrative to Read to Students (cont.)

planes have jobs. And many travel a long distance, carrying hundreds of people or cargo.

Traveling by plane gets people to faraway places quickly. It is the fastest way to travel. The planes that carry people have five to ten seats in each row. The people sit close together, but the seats are sometimes comfortable. When the plane takes off, it pushes quickly into the sky. Soon the plane levels off, and then the cabin crew walks around and asks if you need anything. Sometimes they even bring food to your seat. There is a tray on the back of the seat in front of you, so you pull this tray down to hold your food.

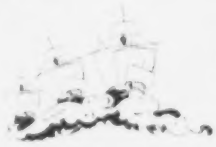
The pilots stay in their cockpit up front. They have a big plane to keep up in the air, so I'm glad they stay there. When we fly over mountains, rivers, or anything of interest, the pilot may speak over a microphone, telling us where to look out the window. He even tells us how high we are flying and how fast we are moving.

The planes that do jobs are interesting. Some people use planes to fight forest fires. Farmers use planes to spray their crops, kill pests, and even to photograph their fields from the air.

Huge planes that carry cargo long distances are specially made for that purpose. They have rollers on the floor, to carry heavy metal boxes, called containers, into the plane. These cargo planes do not have seats. Only the pilots have seats, because the containers are so large there is no room for passengers. These planes can carry cars, trucks, and animals. They take army supplies and medicines to other countries too. One very unusual plane carries a space shuttle. The space shuttle can't fit inside the plane. It hooks to the top of the plane for a piggyback ride.

There are many other jobs associated with planes. We are going to learn who works at airports, and what they do to keep the planes working and the passengers comfortable.

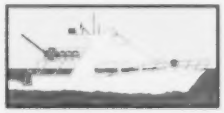
SHIPS



When Christopher Columbus came to America, he sailed in large ships that were 70 to 115 feet long. In those days that was a very large ship. The passengers on the *Nina*, the *Pinta*, and the *Santa Maria* did not have an easy time. They had to sleep on the deck and cook over a fire. Ships have changed a lot since then.

Now the giant passenger ships are called ocean liners. They are like huge floating hotels. Some of them are over 800 feet long and 100 feet wide. They have private rooms for the passengers, shopping malls, swimming pools, and many large restaurants. The passengers on the Santa Maria would have loved such luxuries.

Many of the big ships have a lot of people working on them. We are going to learn how these ships run and how all the people take care of them.



There are smaller ships that carry passengers too. These ships do not cross the ocean. They travel shorter distances. Many of these ships are recre-

IV. The Unit Theme: An Introductory Narrative to Read to Students (cont.)

ation ships that people use for sightseeing and fishing trips. Some of these ships have galleys, or ships' kitchens, and a dining table.

There are also many working ships called freighters. Some of them are as large as ocean liners. They carry cargo such as automobiles, tanks, trucks, produce, or oil. Some oil tankers have had accidents in the ocean and spilled oil into the water, killing ocean life. Each working ship is specially made to be able to carry its unique cargo.

Some smaller working ships are tugboats. They can pull or push a ship that has run aground, or shove a great barge of coal upriver. They have a very special job.

Ferry boats carry cars and people from one shore to another. People drive their cars across a bridge onto the boat. They leave the cars parked in place, and go to a sitting area that has food services and restrooms. The passengers can walk on deck and watch for the other shore during the trip.

There are small recreational boats that belong to the same transportation family. Many people have rowboats to use for fishing. Some of them like to canoe up the river. Many people prefer to sail across the bay. These boats are fun for families. They don't have galleys, or rooms, or restrooms, though. They are for short trips and few people.

TRUCKS

Have you ever been on the highway when something huge rolled past your car very fast? Did you think it was going to run over you? Did it have about 18 wheels and seem to be in a big hurry? Those big road giants are trucks that carry freight across the country.

Where the driver sits is really a tractor. The large box attached to the tractor is the trailer holding the freight. The trailer can hold plenty of cargo. Factories pack their products into containers that machines lift onto the back of the tractor. Huge cranes lift the giant containers to unload them at the docks.

Can you imagine being a trucker who drives these huge vehicles across the country? It is quite a life. These drivers will be gone from home for a long time. They must pack bags for the trip because they live in the truck for about a week. The tractor has a cabin behind the driver's seat. This cabin is where the trucker sleeps on long trips.

Large freight trucks have a tractor that weighs about 18,000 pounds. The trailer is nine feet wide and 48 feet long. Imagine driving something that long behind you! The trucker needs special training to drive the huge vehicle safely.

Smaller trucks make short-distance deliveries. Some trailers are specially designed for certain products. Trailers that carry cosmetics are heated, fruit and vegetables trucks are refrigerated, so the food won't spoil.

How many things can you think of that come to stores in big tractor trailers? Did you know that big trucks deliver everything you buy in the grocery store? Watch for different types of trucks when you are on the road. You will be surprised to find so many different ones.

V. How to Use the Theme: Procedures for Demonstrating its Functions and Involving Children

1. Questions to Pose About the Narrative

These sample questions are just a start; they may lead you to others that will help students focus on the essential information in this unit.

1. How does food get from one place to another?
2. How do people get from one place to another?
3. How many people work behind the scenes to get you on a plane ride from home to your destination?
4. Where does a truck go to get its freight to deliver?
5. What is the purpose of a port?
6. What kinds of transportation do we have now that didn't exist a few years ago?
7. What might transportation vehicles look like in the next century?
8. What are some forms of transportation used today?
9. How many different ways could you use to get to school?

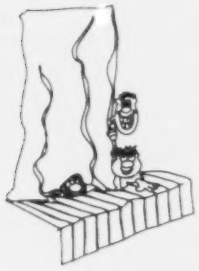
2. Listening to Literature: A Sample Text and How to Use it

Bourne, Miriam Anne. *A Day in the Life of a Cross-Country Trucker*

Follows a truck driver through his day as he communicates with the dispatcher, inspects and loads his truck for a cross country trip, talks on a CB radio, and makes rest stops.

This story offers good details about trucking. Students may discuss what they think someone needs to know to be a trucker. What is the training? Start by reading page 3 to the class. Show them the picture of Mike the truck driver carrying bags. Why does he need to have bags packed? Elicit statements before reading the book, stopping at intervals for discussion.

Options for Student's Response.



1. Display a map of the United States. Mike's home is in New Jersey. Locate his state. Then show the class the location of California, Mike's destination.

2. Ask what children think a driver must do to get a truck ready to drive that far. Use Think-Pair-Share for discussion.

3. On page 12, Mike is at the loading dock. Ask students why it is important for Mike to count every carton of books.

4. Mike has a partner driving with him. Mike and John must study the road map before they leave. Show the class a road map, and plan a route through a few states.

5. Ask what Mike is doing on page 19. What would it be like to sleep in a truck?

6. List the uses for the CB radio. Ask students for some messages that the truckers send each other over the radio.

7. After reading the book, let students select from these activities:

   a. Write a "log" about one day of Mike's trip.

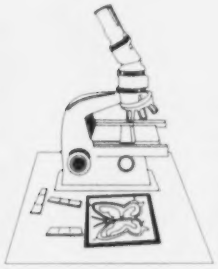
   b. Create a wordless picture book about trucking. Tell your own story adventure while showing your pictures.

   c. What was your favorite part of the book? Share it with a buddy.

   d. Make a mural of some parts of the story. Write captions under the pictures.

   e. Interview a trucker. Share the interview with the class.

3. Science Demonstrations



1. Research the average speed of trains, planes, and ships. Compare these speeds.
2. Study different time zones. Use a time-zone map to locate the lines of time-changes.
3. Compare and contrast the steam engine with the fuel engine.
4. Use a kettle to convert water into steam.
5. Use David Darling's book, *Up, Up, and Away: The Science of Flight* for science experiments about flight.
6. Study the air pressure that lifts planes.
7. Study wing shapes and their different effects.
8. Make hot air balloons.
9. Discover how a parachute works.

4. Math Demonstrations

1. Plan a trip by train. *Compute* the mileage for the trip.
2. Compare the weights of different kinds of freight. *Graph* the data.
3. *Compute* the time needed to travel by car, by train, or by plane to a chosen destination.
4. Locate a point of interest on a road map of your area. Using the key on the map, *calculate* the distance from your hometown to the location you have chosen.
5. Use the map legend to determine distance between your home and the amusement park. What is the shortest route of travel?
6. Draw your state on a grid. Locate your hometown. Choose other points of interest. Mark these locations on the grid. Identify ordered pairs of numbers on the grid for each location. For example: 3.3 denotes the location of Baltimore on the grid.
5. Use *tangrams* to build a ship or other vehicles.

5. More Books for Response

1. Bendick, Jeanne. *Eureka! It's an Airplane!*

Describes the development of airplanes and some of the inventions that have become common means of transportation.

2. Borden, Louise. *The Neighborhood Trucker*

Fascinated by trucks and wanting to be a trucker, Elliot looks for all kinds of trucks and emulates Slim, his favorite trucker.

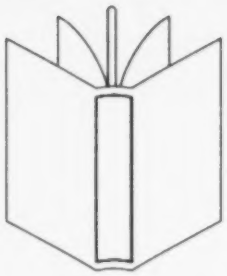
3. Hayes, Geoffrey. *Patrick and Ted Ride the Train*

When they travel by train to see Grandpa Poopdeck, Patrick and Ted take their squirt guns to protect the train from bandits.

4. Humble, Richard. *Ships, Sailors, and the Sea*

Takes the reader on a voyage through the history of boats, from the earliest Greek galleys to modern ocean-going vessels.

5. Other Useful Books



Add your own favorite titles that are relevant to this unit.

1. _____

Summary:

2. _____

Summary:

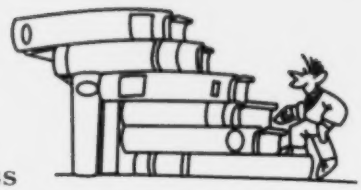
3. _____

Summary:

4. _____

Summary:

VI. Related Language Arts Activities



1. Listening and Discussion

- Invite speakers for the class to interview. Include such people as a pilot, a trucker, an engineer, and a ship captain.
- Listen to peer stories, poems, and reports.
- Have students present skits they have written on transportation themes.
- Ask students to role-play different careers in the transportation industry.
- Share students' discoveries about different jobs/careers.

2. Individual and Group Writing

- Ask students to discuss everything they know about transportation. Have them "free-write" every word that relates to transportation of people and goods. Then take statements from students. Web the information according to the kinds of equipment we use to transport people or goods: trains, planes, boat, and trucks.
- Have them write a time schedule for travel. For example:

8:30 am	Shuttle to the airport
10:10 am	Flight to New York City
12:20 am	Arrival in New York City

- Students can write *Concept Books* about airplanes and trains.
- Ask them to keep *Response Journals* and *Career Logs*.
- Write and illustrate an information book: *Trucks in the City*.

2. Individual and Group Writing (cont.)

- Write the story about Jake's Long Delivery in Activity 2.
- Become a pilot or an train engineer. Write your own story.
- Write advertisements for a trucker's job.
- Write a story about a trip across the ocean. Where will you go?
- Write a skit from your story. Present it to the class.
- Write a *Truck Book*. Describe and illustrate each truck. What is each truck's job?
- Write a Travel Diary for one of your trips.
- Write an itinerary for a trip to a distant place. Map the journey. What transportation will you take? List the supplies you will need for the journey, and the attractions and points of interest you want to see.
- Begin the trip. Write a daily story. At the end of the journey, make a book about your travels. Illustrate each new experience.
- Write a travel ad for the points of interest on your trip to your distant place. Design a brochure to sell your trip.

3. Reading

- Read about ocean travel.
- Research goods are transported to your city.
- Research changes in airplanes and trains.
- Read *Tankers: Giants of the Sea*. Write job descriptions for the crew.
- Read about The First Railroads in Activity 3.

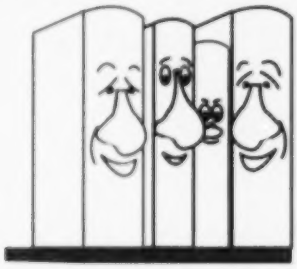
VII. Related Extension Activities: Using Language Arts to Teach Science in Personal or Small Group Work

1. Individual and Team Projects

- Plan a trip to an amusement park. Locate the park on a map. Trace the line to the class's destination. Ask how they will travel. How long will it take to reach your destination?
- Display numerous pictures of planes, trains, boats, and trucks. Pass the pictures around groups for them to analyze. Have each group select which vehicle they want to study. Then give each group a book about their selected topic. Give them time to look through the book(s).
- Make city murals. Divide the class into groups. Each group draws a different scene.
- Make a map to correspond to a route between cities.

2. Class Field Trips

- Visit the airport.
- Visit a railroad station.
- Visit a ship terminal.
- Visit a railroad museum.
- Visit a shipbuilding yard.
- Visit an airplane factory.



VIII. Trade Books

Non-Fiction

Ammon, Richard. *Trains at Work*
Ardley, Neil. *Transport on Earth*
Bailey, Donna. *Cars, Trucks and Trains*
Bellville, Cheryl. *The Airplane Book*
Bendick, Jeanne. *Eureka! It's an Airplane*
Berliner, Don. *Record Breaking Airplanes*
Caballero, Jane H. *Aerospace Projects for Young Children*
Coombs, Charles. *Tankers: Giants of the Sea*
Darling, David. *Up, Up, and Away: The Science of Flight*
Hawkes, Nigel. *Transportation on Land and Sea*
Nicklaus, Carol. *Flying, Gliding, and Whirling: Making Things that Fly*
Olney, Ross R. *Ocean-Going Giants*
Pick, Christopher. *The Silver Burdett Encyclopedia of Transport*
Reit, Seymour. *Those Fabulous Flying Machines*
Royston, Angela. *Trucks*
Rutland, Jonathan. *The Young Engineer Book of Supertrains: Understanding Trains and How They Work*
Sheffer, H.R. *Trains*
Vance, James E. *The North American Railroad: Its Origin, Evolution and Geography*
Yepsen, Roger B. *Train Talk: An Illustrated Guide to Lights, Hand Signals, Whistles, and Other Languages of Railroading*

Fiction

Adkins, Jan. *Workboats*
Bourne, Miriam Anne. *A Day in the Life of a Cross-Country Trucker*
Borden, Louise. *Neighborhood Trucker*
Florian, Douglas. *Airplane Ride*
Goble, Paul. *Death of the Iron Horse*
Hays, David. *My Old Man and the Sea: A Father and Son Sail Around Cape Horn*
Hayes, Geoffrey. *Patrick and Ted Ride the Train*
Horenstein, Henry. *Sam Goes Trucking*
Humble, Richard. *Ships, Sailors, and the Sea*
Lattimore, Deborah N. *Lady with the Ship on her Head*
Munsch, Robert. *Angela's Airplane*
Petrie, Catherine. *Joshua James Likes Trucks*
Stubbs, Jean. *The Vivian Inheritance*
Wetterer, Margaret. *Kate Shelley and the Midnight Express*

ACTIVITY 1

NAME _____

VOCABULARY WORDS: ground crew, flight plan, destination, route, pilot, flight crew, flight path, cabin crew

PLANNING A FLIGHT

Before takeoff, the **ground crew** checks to make sure that all parts of the plane are working properly. They are responsible for the passengers' safety in the air.

The **flight plan** is the information the pilots get about each trip. It includes the **destination** (where the plane is going), the **route** (how it will travel to get there), the fuel, and the number of passengers traveling.

The **flight crew** prepares the plane for takeoff, and includes the **pilot**, the co-pilot, and the navigator. The pilot checks the flight plan, the weather report, and his **flight path**. The flight path is the pilot's assigned area in the sky, so planes will not collide in air.

When the passengers are on board, the **cabin crew** helps them find their seats, put away carry-on luggage, and serves them food and drinks. They try to make the passengers as comfortable as possible during the flight.

DIRECTIONS: Complete the following sentences.

1. I must check my flight plan, flight path, and the weather before informing my flight crew. I am the _____.

2. Passengers call me when they need a blanket or pillow. I also serve them drinks and food during flight. I am part of the _____.

3. If I do not stay in the _____ _____ my plane could collide with another plane.

4. The _____ is where we will land at the end of the flight. I take an assigned _____ to arrive at the right airport.

ACTIVITY 2

NAME _____

DIRECTIONS: Read *A Day in the Life of a Cross-Country Trucker*, then complete the sentences below.

JAKE'S LONG DELIVERY

Jake received a call from Jim, the **dispatcher** at the trucking company where he works. He told Jake to have his **rig** ready to carry a big load to California. Jake knew he would be gone a long time, so he had to get ready. Jake needed to _____

_____

_____

because he would spend many nights away from home. He took his rig to fuel-up. It will take a lot of gas to go all the way to California. Jake arrived at the trucking company, and he waited for the crew to _____

_____

_____.

It took a long time to get all the cargo on his huge rig. After loading the cargo, Jake climbed up into the tall cab and _____

_____

_____.

How would you finish Jake's story? _____

_____

_____

_____.

ACTIVITY 3

NAME _____

THE FIRST RAILROADS

The first trains could not travel very far nor as fast as trains today. The engine ran by burning coal and had a tall chimney so smoke could escape. Each train pulled several cars for passengers.

The passengers knew the trip could have delays. Sometimes the engine broke down, and they had to wait for the driver and the engineer to fix it. Sometimes the train had to cross rivers and deep valleys. Special bridges, called trestles, carried trains over them. The first trestles were of wood. Today they are steel.

DIRECTIONS: Imagine that you are taking a train trip long ago. Write your own story and draw a picture of your train crossing over a wide river. Remember to give your story a special title.

ACTIVITY 4

NAME _____

Plan an ocean voyage. What is your destination? How long will the trip take? What supplies will each person need to pack? You will be going on an ocean liner. Find several pictures of ocean liners, maps to track the trip, and travel brochures about your destination.

Working with a buddy or in a small group, identify your present location on the map. Track the destination and discuss ports-of-stay to your destination. Describe what you will see, using your pictures of the destination. After discussion with your partner or your group, write your travel story in correct form. Then bind all the stories together to make a Class Book.

Suggestions for Teachers

Activity 1

Read the *"Planning a Flight"* section to the class. Lead a discussion about preflight checks that the pilot and crew need to address.

1. pilot; 2. cabin crew; 3. flight path; 4. destination, route

Activity 2

This activity is about a truck driver's job. Read *A Day in the Life of a Cross-Country Trucker* by Miriam Bourne. Help students complete the sentences about Jake's Long Delivery. Answers may vary. List student suggestions on the board.

Activity 3

The contextual material in this activity is about trains long ago. Read about the history of trains in Vance's *The North American Railroad*. Compare trains in history with trains today.

Pair students to Think-Pair-Share ideas for a story about taking a trip long ago. Students will write a story from a first-person perspective. Collect student stories to create a Class Book.

Activity 4

Read *Ocean-Going Giants* by Ross Olney to the class. Use a map of the world. Locate your hometown. What country across the ocean would you like to visit? Plan an ocean voyage with the class.

Take dictation from the class. List all ideas on the board or on chart paper. This is a Language Experience Approach activity. Pair students to work on shared stories. Use the attached story sheet for responses. Collect stories for a class book.

Unit 3:

One + One Is Greater Than Two

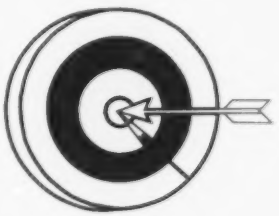
I. Introduction: How the Theme Can Interest Students

Primary-grade children begin to look for friends—children they can rely on, play with, and spend time with. Friends help each other through the rough times as well as the good times. There may be a child who seems to have no friends. By using this unit, you may help all the children have friends.

Collect several books about friends. Begin the unit by brainstorming about the meaning of friendship. Discuss things friends do together, how they care about one another, how they help one another, and what having friends means to the children personally.

This is a good time to have children do some things for the elderly. Children can make friends with older people in nursing homes or in houses close to school. Invite them to the school to share some activities with the children.

II. Targeted Ideas



- Children need friends. Friends are important.
- Friends care for each other.
- There are different kinds of friends.
- Friends come in all ages.

III. Making Connections

As you work on Unit 2 in Volume V, *SAFARI DOWN MY STREET* and Unit 3, *COUNTRY COUSIN*, you can talk about how important it is to have friends. You might even want to start some pen pals with children who live in the opposite area. Unit 4 in Volume II, *DID YOU HEAR THAT?* may open a discussion of being friends with children with disabilities. You might discuss what friends do together during each season when teaching Unit 3 in Volume II, *FOUR PARTS EVERY YEAR*.

IV. The Unit Theme: An Introductory Narrative to Read to Students

What Friends Do For Each Other

WHERE'S GARY?

"Hurry up, Molly. If we run fast we can get to the park in time to play ball with the others. Maybe they will let us play in the game this time."

As we approached the park, we could see all the others running to the ball field. I have my baseball glove ready to catch flies. Molly has a new softball for the game. Jimmy will be there with a new bat. It should be a very good game.

When everyone was in the dugout, the coach, Mr. Driscoll, called our names. Everyone but Gary was ready to play. Mr. Driscoll doesn't like any of us to be late, but he didn't seem too upset.

Molly and I ran out onto the field to practice throwing and catching the ball. The others were practicing pitching and batting. But Gary still did not come. I was beginning to get just a bit worried. Gary is usually early. He is our best pitcher. So we had to wait for him to get started.

The umpire called, "Batter up!" All the players took their places in the field. I was playing second base, and Molly was playing first base. We wanted to get the batter out if he made a good hit. But I had trouble concentrating. Where was Gary? I knew he *wanted* to play in this game because it was a really important one.

What do you think could have happened to Gary? We are all worried. That's what friends do. If there is anything wrong with a friend, we worry. All of us are good friends.

A BIRTHDAY STAY-OVER

LaVerne and Joyce were going to stay over. Mother said I could have a slumber party for my birthday. I am seven, and that's old enough to have friends stay over.

We have a lot of fun things planned. I have games, and we can raid the kitchen. Mother made a lot of snacks for us to munch on while we play the games. We might even get to cook something for ourselves.

One time when LaVerne and Joyce were here, we made popcorn

(continued on next page)

IV. The Unit Theme: An Introductory Narrative to Read to Students (cont.)

balls. They were gooey and delicious. We got syrup all over the place, but we cleaned up after ourselves. Mom said it was good that we didn't leave a mess.

Later Joyce spilled her coke on the carpet. I thought we were really in trouble then. But Mom just sprayed some stuff on the stain, and it came right out. We had to move to the porch with our cokes and hot dogs after that. That didn't matter. We still had fun together. Friends are like that.

A SURPRISE FOR JEFFREY

Mrs. Vernon is our second grade teacher. She lets us work in groups if we can get along. We were working in groups to make a surprise for one of our classmates. Jeffrey has been in the hospital with a broken leg. He fell because he didn't watch where he was running.

All of us made get-well cards and wrote our own stories for Jeffrey. His mother is bringing him to school in a wheelchair. It is his birthday, so we are giving him a surprise birthday party.

We decorated the room with colored streamers and balloons. It looked like a party! We had all the cards taped to a long piece of bulletin board paper. Everyone made a special card, and the colors were

beautiful. We even had a Birthday Autograph Book to give him. We all wrote something nice about Jeffrey and signed our names. Then we bound all the pages into a book for his birthday gift. Some things we wrote were funny. All of them were very nice because we wanted Jeffrey to know that we want him to get well soon and come back to us. We all felt awful when Mrs. Vernon told us about Jeffrey's accident. That's the way friends are. They really care about one another. It's great having good friends in our class.

V. How to Use the Theme: Procedures for Demonstrating its Functions and Involving Children

1. Questions to Pose About the Narrative

These sample questions are just a start; they may lead you to others that will help students focus on the essential information in this unit.

1. Who is a friend?
2. What can you do with a friend?
3. What can you do *for* a friend?
4. What does the word "care" mean to you?
5. Who cares for you?
6. Why is friendship important?
7. What are some responsibilities of a friend?
8. How are you the same as your friend?
9. How are you different from your friend?

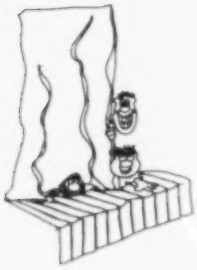
2. Listening to Literature: A Sample Text and How to Use it

Moore, Lilian. *I'll Meet You at the Cucumbers*

Amanda Mouse invited Adam Mouse, her country penpal, to the city. It was a special day: her birthday. Amanda told Adam to meet her at the cucumbers. The journey was full of frightful yet exciting adventures. And in the end Adam discovered something about himself.

Before reading *I'll Meet You at the Cucumbers* to the class, ask students to discuss things that friends do together. Make a Web of their suggestions. Then ask if anyone has ever traveled far to see a friend.

Options for Students' Response.



1. Read the book to the class, pausing at intervals to allow for discussion and predictions.
2. When you read about Adam's experiences with Amanda, check off the students' predictions about what actually happened in the story.
3. Add additional plans from Amanda to the Web.
4. Junius was responsible for Adam and Amanda becoming penpals. Ask students how he arranged that. Have them choose a friend for a penpal.
5. Also ask: What dangers did Amanda and Adam face in the city? Have students list some of the scariest experiences they have had with a friend.
6. After reading the book, let students select from these activities:
   a. Illustrate some activities for friends.
   b. Write a skit from one of the scenes.
   c. Write a different ending for the story.
   d. Make a poster that advertises the book.

4. More Books for Response

1. Cleary, Beverly. *Ellen Tebbits.*

   Eight-year-old Ellen Tebbits had a secret she did not want to share with anyone. But she found a best friend and shared her secret.

2. Cleary, Beverly. *Mitch and Amy.*

   The adventures of brother and sister twins who, despite constant bickering and fighting, support each other loyally in learning to read and spell, memorizing the multiplication tables, confronting the school bully, and making friends.

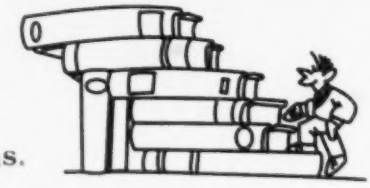
3. Craig, Helen A. *A Welcome for Annie.*

   Susie and Alfred plan a naughty welcome for their new neighbor Annie, but when their plan backfires, they discover that Annie is a kindred spirit.

4. Lawlor, Laurie. *How to Survive Third Grade*

   Ernest, an unpopular third grader, finds third grade a difficult adjustment until he finds a special friend and experiences his first real success in life.

VI. Related Language Arts Activities



1. Listening and Discussion

- Share peer stories and poems.
- Share your ideas on what makes a friend.
- Interview a friend.
- Discuss having a class party.
- Discuss things friends do together.
- Role-play some of the things friends do together.

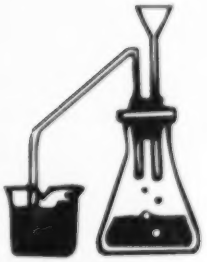
2. Individual and Group Writing

- Correspond with a fourth-grade penpal.
- Write a skit about a friend and present it to the class.
- Write a different ending to one of the stories that you read.
- Write a different ending to the story, *"Where's Gary?"*
- Keep a Friend's Word Book.
- Write an Acrostic Poem using each letter in the word *FRIENDSHIP*. Illustrate the poem and share it with the class.
- Following each chapter in a shared book, write a response in a journal. Share responses with a buddy.
- Peer Story Making: See Activity 5. Write stories using the activities suggested in the completed webs of Activity 4. Follow the steps to write and illustrate a Class Friendship Book.

3. Reading

- Read books about friends with a buddy.
- Study about children in different cultures and the activities they enjoy.
- Choose a book about friendship to read with a buddy. Select a favorite episode to retell to other classmates.
- Read picture books to a kindergarten student.

VII. Related Extension Activities: Using Language Arts to Teach Science in Personal or Small Group Work



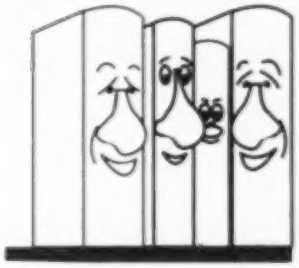
1. Individual and Team Projects

- Use a **Venn diagram** to compare characteristics of a friendship.
- Create a Friendship Collage.
- Make a mural showing activities that friends enjoy together.
- Activity 4 shows the format for a web about activities that friends share. Complete the web and illustrate the suggestions. Compare them with other students' webs.
- Read Arnold Lobel's book *Days with Frog and Toad.* Discuss the characteristics of their friendship, and what the book shows about caring. Ask students what showed real caring in the story. Let them try writing a different ending.
- Form small groups and have students discuss a special friend with one another. Have them chart words that denote caring and friendship. Collect words from all groups and begin a class chart of "caring" terms. Add to it daily, as students discover new words.
- Collect pictures of activities that friends enjoy together. Make a collage or a mobile with the pictures.
- Pair students to plan a stay-over party. Then have student buddies share accounts of their stay-over party.
- Pair students to read *A Surprise for Jeffrey* on page 42 in the Introductory Narrative, about a classmate in the hospital. Have them design and illustrate a page for Jeffrey's Birthday Autograph Book.

2. Class Field Trips

- Have a class party. Let students choose: skating, bowling, swimming, going to the movies.
- Have a class picnic.

VIII. Trade Books



Non-Fiction

Baylor, Byrd. *Guess Who My Favorite Person Is*
Devine, Jed and Jim Dinsmore. *Friendship*
Goley, Elaine. *Friendship*
Johnson, Jeff. *Becoming Friends*
Kalman, Bobbi. *Fun with My Friend*
Macy, Jean. *Becoming Friends: What Friends Believe*
Powell, Richard. *How to Deal with Friends*
Ziegler, Sandra. *A Handbook about Getting Along Together*

Fiction

Bates, Betty. *Thatcher Payne-in-the-Neck*
Byers, Betsy. *The Seven Treasure Hunts*
Cameron, Ann. *More Stories Julian Tells*
Cleary, Beverly. *Ellen Tebbits*
_____, *Henry and Beezus*
_____, *Mitch and Amy*
Craig, Helen A. *A Welcome for Annie*
Dahl, Roald. *George's Marvelous Medicine*
Duffey, Betsy. *Puppy Love*
_____, *How to Be Cool in the Third Grade*
_____, *Throw-Away Pets*
Lawlor, Laurie. *How to Survive Third Grade*
Lobel, Arnold. *Days with Frog and Toad*
Mac Donald, George. *Alec Forbes and His Friend Annie Phillips*
Moore, Lilian. *I'll Meet You at the Cucumbers*
Ross, Pat. *M & M and the Super Child Afternoon*
St. John, Patricia. *Friska, My Friend*
Viorst, Judith. *If I Were in Charge of the World and Other Worries*
Waber, Bernard. *Ira Sleeps Over*

NAME _____

DIRECTIONS: Think of all of the words you know that mean "caring." Do you have a special friend you really care about? Why? What do you do together? Would you worry if something happened to your friend? What would you do? Read the *Where's Gary?* story (pg. 41). Write down how you feel about the story, and share it with a buddy.

Use the **Story Frame** to write ideas about what happened to Gary.

WHERE'S GARY?

Gary didn't come to the game because _____

_____

_____.

He wanted to play, but _____

_____

_____.

At the next game, Gary _____

_____

_____

When Gary heard we were worried about him, he _____

_____

_____

_____

Friends are always _____

_____

_____

_____ together.

NAME _____

DIRECTIONS: Read the *A Birthday Stay-Over* story (pg. 41). Use the **Response Sheet** to write ideas about what you might do at your own stay-over.

Response Sheet for *A Birthday Stay-Over*

1. If I have a stay-over party, I would _____

_____

_____.

2. We would play games like _____

_____. And then we would

_____

_____.

3. For dinner we would like to eat _____

_____

_____.

4. My favorite things to do with friends are _____

_____

_____.

ACROSTIC POEM

F _____

R _____

I _____

E _____

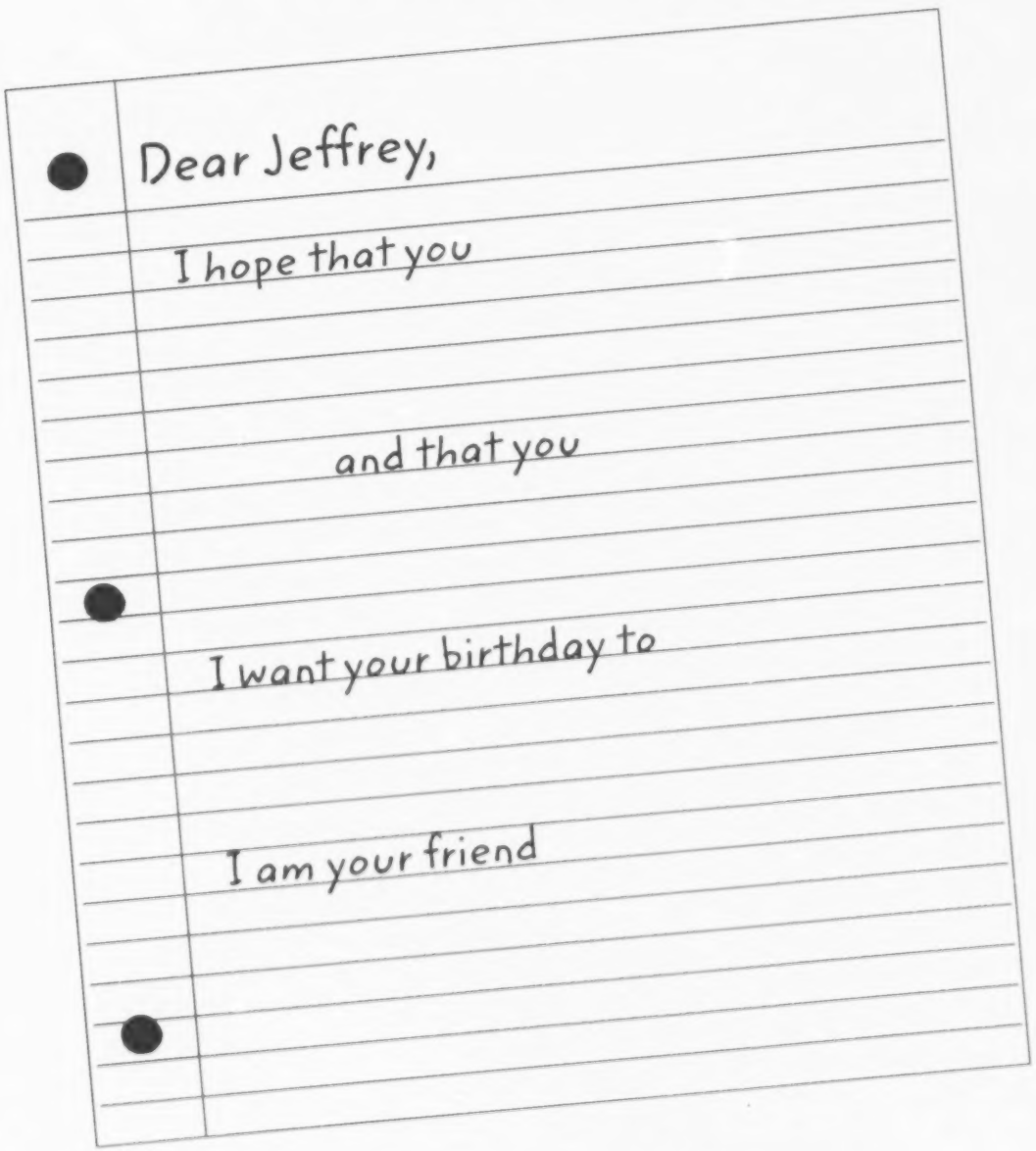
N _____

D _____

ACTIVITY 3

NAME _____

DIRECTIONS: Write a page for Jeffrey's Birthday Autograph Book. You want Jeffrey to understand that he is a friend and that you wish him a happy birthday.



DRAW A PICTURE for Jeffrey's book.

ACTIVITY 4

NAME _____

DIRECTIONS: With a friend complete the web below. Write all the words that describe what friends like to do together.

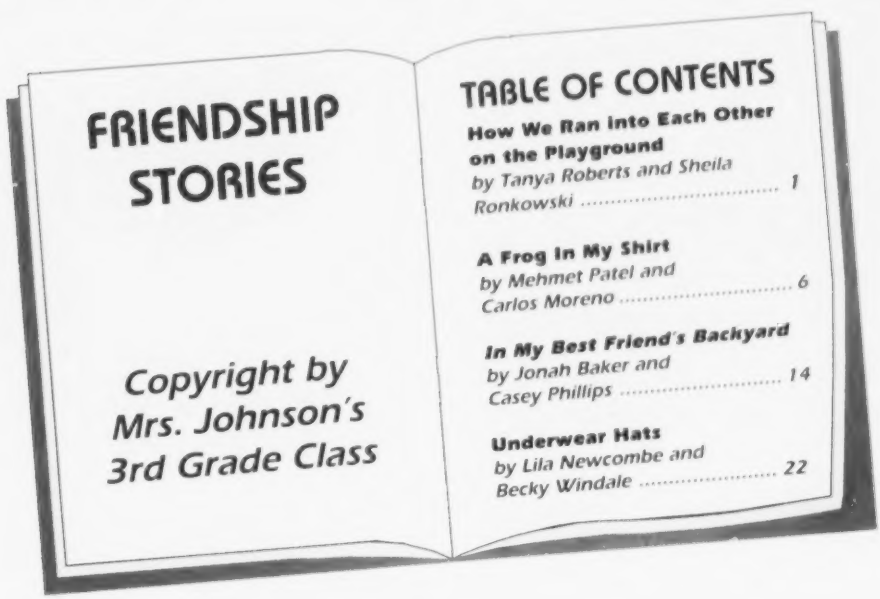
THINGS WE CAN DO TOGETHER

ACTIVITY 5

NAME _____

DIRECTIONS: Have the students write and illustrate stories using the activities from the web in Activity 4. Combine all the class stories in a Class Friendship Book.

1. Find a buddy and write a story together.
2. Edit, polish, and write final copy.
3. Illustrate each activity in the story.
4. Share it with the rest of the class.
5. Collect stories; combine them in a book.
6. Make a Table of Contents for the book.
7. Write Author blurbs for the book. Include each author's name and a statement about the author.
8. Don't forget the Copyright page.


FRIENDSHIP STORIES
Copyright by Mrs. Johnson's 3rd Grade Class
TABLE OF CONTENTS
How We Ran Into Each Other on the Playground
by Tanya Roberts and Sheila Ronkowski 1
A Frog In My Shirt
by Mehmet Patel and Carlos Moreno 6
In My Best Friend's Backyard
by Jonah Baker and Casey Phillips 14
Underwear Hats
by Lila Newcombe and Becky Windale 22

Suggestions for Teachers

Activity 1

After reading *Where's Gary?* to the class, elicit discussion and list words that denote caring. Accept students' ideas on the Activity 1 Response Sheet.

Activity 2

Pair students to plan a stay-over party. After they complete *A Birthday Stay-Over* Response Sheet, have the student buddies share theirs with the class.

Help students write an Acrostic Poem for the word *FRIEND*.

Activity 3

Ask students to think about autograph entries that would make them happy. Write some of their ideas on the board. Each student will write a page for Jeffrey's autograph book. Use the model letter frame given on the page.

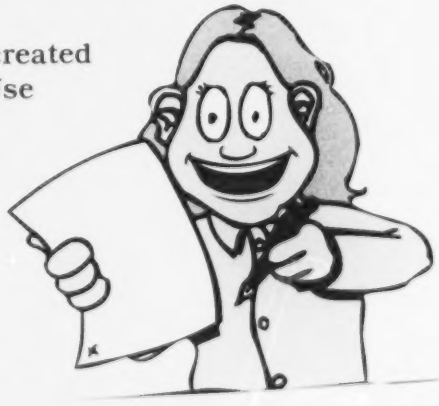
Accept students' Jeffrey's Birthday Autograph Book page. After students illustrate each page, make a class book.

Activity 4

Make a semantic web for "Things we can do together." Include all students' suggestions. Pair students to choose the terms they like best to complete their own web in Activity 4.

Activity 5

Use words from the semantic web created in Activity 4 to write peer stories. Use the directions given on the page. Accept stories written by the buddy-writers. Help students assemble a book of stories when they are done.



Appendix
A - E

APPENDIX A

LEARNING CENTERS

You may set up many independent or peer activities in special learning areas of the classroom. Identify each center by subject or purpose. For instance, a Science Center will contain materials for students to engage in experiments or gathering content information. A Reading Center engages students in reading activities.

How to Use Learning Centers

Learning Centers need to provide easy access and directions, so your students can use them successfully. Recorded directions help students who are not yet fluent readers. You can color-code some activities for easy access. The *Red Files* may contain activities for the students who are visual learners. The *Blue Files* may contain activities for those who learn best by listening.

Many unit activities are ready-made for Learning Centers. You can put the Activity Pages and lists of other activities in file folders there. Students can do these projects at the Learning Centers, either individually or with a buddy.

Scheduling Learning Center Time

The teacher must plan Learning Center time. One effective schedule places students at Centers on a rotation basis. While some students are with you for instruction, conference time, or reading/writing assignments, others pursue theme activities at a Learning Center. Here's a sample schedule:

8:15-8:45	Attendance, daily plans, sharing	10:15-10:30	Storytelling or free reading
8:45-10:00	Reading groups; other students in Learning Centers, or engaged in writing activities	10:30-11:15	Math groups; other students in Learning Center, or engaged in writing activities
10:00-10:15	Morning break	11:15-11:45	Lunch

You can plan a similar breakdown for the afternoon schedule. Try to schedule a 45-minute slot just for Learning Centers. You can circulate among those in the Centers to do some on-the-spot teaching as questions arise.

Management and Quick-Fixes

You must train your students to use Learning Centers efficiently. Allow no more than four or five students at a center at one time. Make sure that each student understands directions for activities placed there. Rotate jobs for each participant, so that the center can run itself. Jim may be the task master on Monday; the materials gatherer, Tuesday; the "voice monitor" (keep voices low), Wednesday; and so on. It helps to write each name and job on a card that you place at each Center daily.

Assessment Profile

The most useful type of evaluation or assessment of student learning is the Student Portfolio. A portfolio is a collection of student products and samples of work over time.

Each unit contains activities that result in products. Some of these products are: learning logs, literature responses, student-generated stories, poems, skits, songs, graphs, charts, illustrations, mobiles, murals, or dioramas, just to name a few. Not all samples fit into a folder. Keep a description or checklist that evaluates such products in your students' portfolio folders.

When you want proof of specific learning, interview each student or use some activity pages as assessment items. For specific facts or knowledge you require, selected response pages represent factual information. Student records and journal entries also demonstrate new knowledge. If you use some unit pages to assess learning, include a self-checking folder for your students.

Learning Center Guidelines

Learning Centers can be a valuable complement to your regular instructional activities; they provide another alternative for students to practice, explore, problems, and create. They also can help students to develop independence in managing their own learning.

Keep the following questions in mind as you begin to develop centers:

1. Does the Learning Center include a variety of materials which accommodate differences in learning styles?
2. Does it contain concrete, manipulative activities and paper/pencil activities? Is there a balance?
3. Does it contain some open-ended activities to encourage creative and original thinking?
4. Do the activities offer a variety of levels, to accommodate differences in ability? Are there activities at which all students can succeed? Are there challenging activities?
5. Are the activities self-checking and/or do the activities permit easy checking by you?
6. Does the student have a choice of activities to complete, or must the student do all the activities in the Center?
7. Does the Center include art, music, and literature?
8. Do the Center materials reflect diversity of gender, race, and language?
9. Are directions clearly stated and succinct?
10. Have you developed ways of keeping track of who has participated in the Center? Is the recordkeeping designed for the student to keep track of his/her progress in the Center?

11. Do the students have easy access to the materials?
12. Is the Center neatly constructed with appropriate printing/lettering?
13. Are the materials durable? Laminated? Have rounded edges?
14. Does the Center stimulate interest and further exploration?
15. Is there a unifying title or theme that appeals to students?

Setting Up a Center

Learning Centers will change with your content or theme. Before you begin a theme unit, decide which activities you will use; choose what to put in the Learning Centers accordingly. Put all materials in each Center that your students will need. The most essential supplies for each Learning Center are listed on the blackline master on the next page.

Essential Supplies for Learning Centers

Listening/Music Center

1. Tape recorder
2. Taped stories, poems, and songs
3. Supply of blank tapes
4. Headsets
5. CD Players
6. CDs
7. TV/VCR
8. Videos
9. Camcorder

Reading/Viewing Center

1. Relevant library books
2. Books on unit topics
3. Books made by students
4. Peer stories
5. Maps
6. Computer for reading files of work in progress, e-mail connections, and non-print media
7. CD-ROM drive and CDs (encyclopedia)
8. An Internet browser and other on-line connections
9. Printer
10. Film-strip Projector

Writing Center

1. Variety of papers: white, newsprint, scratch pads, legal pads, construction paper
2. Pens, pencils, crayons, felt-tip pens
3. Book-binding supplies
4. File folders
5. Paper Clips, stapler
6. Dictionary
7. Thesaurus
8. A list of idea starters
9. Expository and narrative writing samples
10. Pictures/Illustrations
11. Cartoon samples
12. Sample newspapers
13. Paragraph frame patterns
14. Computer for works in progress
15. Printer

Art Center

1. Construction paper
2. Scissors
3. Scotch Tape
4. String
5. Pens
6. Pencils
7. Colored chalk
8. Crayons
9. Tagboard
10. Poster board
11. Corrugated boxes
12. Mural/Bulletin board paper
13. Paint
14. Easel
15. Clay
16. Brads

Math/Science Center

1. Scales
2. Yardstick, rulers, measuring tape
3. Containers: measuring cups, spoons, bowls
4. Thermometers
5. Blocks
6. Graph paper
7. Aquarium
8. Egg cartons
9. Picture books and magazines
10. Cuisenaire rods
11. Math manipulatives

LEARNING CENTER ACTIVITIES

MAKE

1. Peep box of scene
2. Movie of paper or story
3. Mural of story
4. Puppet show
5. Picture of scene
6. Scale model
7. Map showing locations of story events
8. Book jacket with summary inside
9. Picture books
10. Fact/Data books
11. Illustrated journal
12. Flannel board story
13. Pictures of characters

DO

1. Dramatize a part
2. Pantomime a part
3. Show something new
4. Round-table discussion
5. Continue a story
6. Radio program
7. Eyewitness report
8. Give news flashes
9. Chalk-talk: tell a story
10. Perform a skit
11. Book chat

TELL

1. Summary of story
2. Interesting facts learned
3. Something new learned
4. Problem and solution
5. Interesting words and expressions
6. Story board

WRITE

1. Summary of data
2. Semantic web of information
3. Story
4. Skit
5. Acrostic poem
6. Newspaper article
7. Letters to authorities
8. Story starters
9. Tall tale
10. True/False book
11. Legend
12. Story board narrative

Learning Center Checklist

Presentation:

- ❑ unifying theme/art work
- ❑ colorful, attractively designed
- ❑ neatly assembled

Contents:

- ❑ age-appropriate, stage-appropriate
- ❑ variety of materials
- ❑ activities at varying levels (easy to challenging)
- ❑ incorporate various disciplines
- ❑ concrete/manipulative and paper/pencil activities
- ❑ some open-ended activities
- ❑ stimulates creative thought/interest
- ❑ free from stereotypes
- ❑ incorporates diversity
- ❑ provides for choice

Organization:

- ❑ clearly-stated directions
- ❑ directions appropriate for age/stage
- ❑ recordkeeping form included
- ❑ self-checking activities
- ❑ accessible materials

Construction:

- ❑ durable materials
- ❑ laminated
- ❑ rounded edges
- ❑ appropriate printing/lettering
- ❑ appropriate containers for activities

APPENDIX B

HOW TO MAKE AND USE BULLETIN BOARDS AND FILE FOLDERS

With limited space in classrooms today, you must find inventive ways to keep your students active and interested. The following two ideas may help you plan for the activities in these units.

Bulletin Boards

If your classroom has only one bulletin board, you may want to think about other ways to provide interactive boards. Large portable bulletin boards will provide two sides for work, and you can move them around the room as dividers. You can fold flannelboards and store them when not in use. You can paint large cardboard boxes from kitchen appliance or television stores; the four sides are usable as bulletin boards. Sides of file cabinets, doors, and spaces under chalkboards can also serve as working bulletin-board spaces. You can use window blinds for attaching materials, but be aware of the safety factor. Children's clothing can get caught if the blind mechanism begins to wind up.

While it may be too costly to laminate all the materials for the board, you will want to laminate any materials you expect to use again. If you are concerned about thumb tacks, velcro strips are good for mounting materials. Pellum, the material used for sewing suit interfacing, works well on flannelboards, and is cheaper than flannel or felt. Although adhesive tape will put things on the bulletin boards, it tends to tear the material when you take it off the boards. While there are commercial materials to use with the bulletin boards, you can be inventive in finding ways to accomplish the tasks of mounting materials on bulletin boards.

File Folders

You can make file folders from many different types of folders. Office supply stores have different forms to adapt for your own purposes. For instance, regular heavy paper folded in half can be fastened on both sides, to become an envelope for holding materials. Colored folders allow for color-coding materials into subjects.

Accordion-style folders allow for more materials in the pockets. The notebook folder has pockets on each side of the opened folder, or places to attach papers in fasteners, to allow for book writing. More expensive folders are transparent plastic; you can use them repeatedly for many different themes.

Parents who work in offices may give you used file folders they would normally discard. They may also be able to provide materials for the folders. If you tell parents your themes for the next few weeks, they may be willing to make folders for your class. Parents often think of creative activities that may not have occurred to you.

It is important to laminate file folders, so they will last after frequent use from many children. You can laminate with clear shelf paper found in grocery stores. Practice on some old papers, so you can learn to cover without creating air bubbles.

With a box or small crate for storage, your students can use these activities at their own desks or at a small classroom table. With boxes placed in Learning Centers, students will not waste time waiting in line to choose a file folder.

SAMPLE BULLETIN-BOARD/FILE FOLDER DISPLAY

Bulletin Board

TOPIC: Mystery Magnet

TEACHER:

1. Make sets of pictures and word cards of items that a magnet will and won't attract.
2. Place velcro strips on each card.
3. Make pockets for picture cards and word cards.
4. Place velcro strips in columns on the bulletin board.

STUDENTS:

1. Draw a card from each of the pockets.
2. Put each card under the appropriate side of the bulletin board.

Alternate Activity:
Students can expand this activity by adding more pictures to the collection.

WORD CARDS AND PICTURES:

1. tack
2. clip
3. hook
4. hat
5. can
6. ball
7. nail
8. coin
9. sock
10. football
11. shoe

File Folder

You can put this same project in a file folder. Place the cards on the corners of an open file folder. Paste the envelope to the back of the file folder, with the instructions on the front.

APPENDIX C

GLOSSARY

Accordion book: A book made by folding paper into an even number of sections.

Acrostic poem: A poem in which the first letter of each line forms a word, e.g.

Cuddly and cute
Always happy to see me
Tabby is her name.

Baggie book: A book made from putting several ziplock plastic bags together. Use any size ziplock plastic bags; cut plain or lined paper to fit into the bag. To bind, place the closed ends of the bags together, staple, then bind with colored plastic tape. Students can change contents of the book by removing pages and inserting new ones.

Bar graph: A graph which uses squares (or bars) to represent data.

Big Book: An oversized version of a book written with especially large text and illustrations. Print and illustrations can be easily seen by groups of children.

Bingo: A game for large or small groups, consisting of cards divided into sections. Each section contains a picture or word related to the theme being studied. You can also use a deck of cards with corresponding pictures or words. Each player has a card; the caller, using the large deck, calls the name of the picture or word. Students cover the corresponding picture or word on their cards. Play continues until a student has covered a row, column, or diagonal.

Chalk-talk: A technique for sharing a story which involves illustrating on the chalkboard while telling the story.

Collage: An artistic arrangement of various materials into a picture or design.

Concentration: A game involving matching pairs of card, similar to Memory; especially useful for developing visual discrimination, sight word recognition, or number facts. Students shuffle the Concentration deck and place the cards face down; students turn over two cards and try to match the cards; if they match the cards, they keep the pair and get another turn. The winner is the student with the most pairs.

Concept book: A book focusing on a single idea or concept. Examples: a concept book of colors, size, shapes, time, machines, apples, etc.

Concrete poem: A poem written in the shape of the object/idea being described.

Contrast poem: A poem which contains two parts that show different aspects of the same subject. Example:

The Weather
The sun bright and yellow/ Shines in the sky.
Rain pours down/ From darkened clouds.

Diorama: A three-dimensional, artistic reproduction often constructed in a container of some sort: for example, a shoe box representing an animal habitat.

Dominoes: A matching game; players match small rectangular game pieces by placing them end to end.

Fact/Myth book: A book with a fact written on one page and a corresponding myth (untruth) on the facing page.

Fingerplay: A short poem incorporating hand motions.

Flannelboard: A board, usually rectangular, covered on one side with flannel or similar material.

Flip book: A book consisting of several pages which, when flipped through quickly, shows a sequence of actions.

Go Fish: A card game involving collecting "books" of matching cards. Students shuffle and deal seven cards to each player; the remaining cards are placed in a pile in the center. Students in turn ask the next player to "Give me all your _____," trying to make a book consisting of three cards. If students have the requested card, they give it to the other player. If they do not, they say "Go Fish". The player who must "Go Fish" selects a card from the center pile. Play continues until the winning player goes out first or has the most books.

Haiku poem: A Japanese form that addresses the seasons. Contains three lines of five, seven, and five syllables, a total of 17 syllables.

Interlocking puzzles: Puzzles whose pieces connect; especially helpful in developing visual discrimination, sight word recognition, and number facts.

K-W-L chart: A strategy to determine prior knowledge about a topic (What I Know); interest in the subject (What I Want to Know); and knowledge following instruction (What I Learned). At the beginning of a unit, the teacher records what the students already know about the topic, then asks what they want to know. The partially completed chart hangs in the classroom; at the end of the unit, the teacher records what students have learned.

Language Experience: Students participate in some kind of experience, either as a group or individually, and discuss the experience; then the student(s) dictate a story related to the experience. After hearing the story, students can do a variety of literacy activities with it: matching words in the story, illustrating words they recognize from the story, matching phrases, and so on.

Learning Log: A journal where students explore information they are studying.

Observation journal: A journal in which students record observed data.

Pictograph: A graph which uses pictures to display data.

Pocket chart: A large chart made of cardboard or plastic, which contains sections for cards or sentence strips.

Rebus recipe: A recipe which uses pictures instead of words.

Rebus story: A story which uses both pictures and words.

Rebus web: A brainstorming technique using pictures to represent ideas.

Semantic web: A brainstorming technique which uses words to represent ideas.

Sentence frame: Partial sentence used to prompt student writing, e.g., I like bears because _____. When I see _____, I feel _____.

Sequence strips: Strips of paper containing portions of a story; individual strips can be combined into a sequence.

Shape books: Books in the form of the topic being written about; e.g., books in the shape of animals, insects, fruits, vegetables.

Shared Reading Time: A time during the school day when the teacher reads to the students; as students become fluent readers, they can read to each other.

Shoebox sorter: A classification container. Partition a shoebox into sections according to the number of categories desired. Make corresponding cards for the theme being studied, that students can sort into the shoebox.

Simon Says: A game of following directions. Caller gives directions; some begin with "Simon Says"; others do not. Students perform only those actions beginning with "Simon Says"; if they follow the directions that don't begin with "Simon Says", they are out of the game. To keep them involved, let the "out" students help you catch others who follow the direction without "Simon Says."

Single character cut-out: A child-size picture of a character from a story. It shows the body, but the face is cut out. Students hold the character cut-out in front of their faces while they retell or dramatize the story.

Storyboard: A retelling technique which uses pictures only; students illustrate portions of the story, then arrange the portions sequentially.

Tangrams: A set of seven varying shapes (five triangles, one square, and one parallelogram) are used to make many different forms.

Theme box: A container for props, costumes, and equipment pertaining to a specific topic or theme; useful for stimulating dramatic play.

Think-Pair-Share: Teacher pairs students to think about a concept and share their ideas on it.

Transparency story: Acetates (overhead transparencies) and erasable marking pens help students retell a story. Teacher writes the text from the story on the acetates; students draw a picture to accompany the text; then they sequence the illustrated portions and show them to the class with the overhead projector. As students become more fluent, they can write the text for illustrations drawn by the teacher.

Venn diagram: A graphic organizer consisting of two intersecting circles; used for comparing similarities and differences.

Web: A balloon drawn on the chalkboard that contains words, phrases, or images to be discussed and related.

Word bank: A collection of words for students to read. Write words on index cards and keep them in small containers (banks).

Word Wall: A designated wall in the classroom where words are posted that interest students. May relate to the theme being studied; useful to help students with spelling as they compose their own stories.

APPENDIX D

How to Make a Book

1. Select the type of book: traditional, modern, accordion, baggie, hinged cover, shape, pop-up.

2. Include these essential components:
   front cover
   title page
   dedication page (optional)
   story/content
   about the authors (optional)
   back cover

3. Attach book pages. The simplest way to attach pages is by stapling; however, there are other alternatives. Office supply stores offer a wide range of fasteners; you may find yarn, ribbon, string, or shoe laces at sewing stores. Pages may be glued to a backing of construction paper, then stapled together and covered. Pages may also be folded and glued back-to-back or stitched down the center. If your school has a bookbinding machine, you may attach the pages using spiral binders.

4. Attach cover. Choose materials that are durable or can be laminated. Possibilities are: tag board, mat board, cardboard, construction paper, cloth, wrapping paper, wallpaper (usually available free from paint/wallpaper stores), and contact paper. A variety of tapes for binding are also available: cellophane, masking, cloth, duct, or colored vinyl.

5. Helpful hints
   - Allow a margin on the left side of the paper before children start writing the story.
   - Cut cover pieces slightly larger than the writing paper; 1/4- to 1/2-inch is usually a good idea.
   - Sometimes you may wish to give a pre-assembled book to students; or you may want to give them individual sheets of paper. The latter is a good idea for children just beginning the process, since you want them to succeed in their story-writing endeavor.
   - It is easier if there is a straight edge on the side to be bound.

For additional ideas on making books, these resources might be helpful:

Evans, Joy and Jo E. Moore. *Making Big Books with Children.*
Evans, Joy, et al. *Making Seasonal Big Books with Children.*

APPENDIX E

TEACHER RESOURCES

Bittinger, Gayle, ed. *1001 Teaching Props: Simple Props to Make for Working with Young Children*

Boardman, Eunice. *Dimensions of Musical Thinking*

Johnson, Judi, ed. *The Educational Software Preview Guide*

Carle, E. *Animals, Animals*

Scholastic Books. *Poetry Place Anthology*

Neill, Shirley and George. *Only the Best: The Annual Guide to the Highest-Rated Educational Software: Preschool-Grade 12*

Prelutsky, Jack. *The New Kid on the Block*

Schiller, Pam and Moore, Thomas. *Where is Thumbkin?: Over 500 Activities to Use with Songs You Already Know*

Silverstein, Shel. *Where the Sidewalk Ends*

Wilmes, L. and More, D. *Everyday Circle Times*

Eliminate boredom—use theme units that emphasize language arts!

Students can explore the world around them AND practice valuable skills in spelling, reading, writing, communication, and language. These cross-curricular units reach diverse needs by working through emotional memory, deductive reasoning, and multiple intelligences.

Features include:

Ready-to-Use Activities
Blackline Masters for 5 related activities in each Theme Unit reinforce objectives.

Sample Reading Texts
Narratives and books for sharing responses about each subject matter.

Group Demonstrations
Specific scientific and experiential events enhance integrated learning.

Classroom-tested teaching suggestions,
hundreds of whimsical illustrations, and kid-friendly!

The Language Arts Theme Units Series, Grades 1–3

Volume I: Our Environment
The Air • Weather • The Desert • A Pond Habitat

Volume II: Our Physical World
Light and Shadow • Magnets • The Seasons • Sound and Hearing

Volume III: Animals Around Us
Animal Needs • Guinea Pigs • Whales

Volume IV: Intriguing Animals
Dinosaurs • Beavers

Volume V: People Around Us
Different Families • City Life • Living On a Farm

Volume VI: How People Live
Food Production • Transportation • Friends

ISBN 1-883790-41-7
9 781883 790417 90000

ERIC®

THE FAMILY LEARNING ASSOCIATION
800 • 759 • 4723